CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Review of Previous Studies

There were some relevant previous researches that is used to support the research. The first research is "The Effectiveness of Using Teams Games Tournament (TGT) in Teaching Reading of Narrative Text (A Quasi-Experimental Study at SMPN 1 Pakuhaji)" written by Sdayu (2014). He did the research because some students face difficulties to achieve the goal in learning reading materials and some of students are de-motivated when they read the materials. The result of the research is Teams Games Tournament technique is effective in teaching reading of narrative text in SMPN 1 Pakuhaji. It can be seen that the experimental class' mean of gain score is 9.0 and the controlled class' mean of gain score is 5.13.

The second research is "The Effectiveness of Using Teams Games Tournament Learning Model to Teach Reading of Descriptive Text (An Experimental Study at the Seventh Grade of MTsN Keling Jepara in the Academic Year of 2016/2017)" written by Nida (2017). She did the research because the students have difficulties in understanding text type's especially descriptive text and many students think that reading descriptive is very boring. The result of the research is Teams Games Tournament as learning model in the teaching of descriptive text is very effective. It can be seen on the average score in post-test. The average score of experimental group was 73,967 and the average score of control group is 69,613.

The third research is "Penerapan Pembelajaran Kooperatif Model Turnamen Game Tim (TGT) Untuk Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa Kelas V Sekolah Dasar Negeri 007 Kabun Kecamatan Kampar Kabupaten Kampar" written by Aprizon (2011). He did the research because many students more than 60% have low ability in speaking. The result of the research is Teams Games Tournament can improve speaking

skill of the students. The research was conducted two cycles. The average score of first cycle was 66,8 and the average score of second cycle was 82,7.

The last relevant previous research is "Improving Students' Understanding On Simple Present Tense By Using Teams Games Tournament (TGT) (A Classroom Action Research with (8th A) grade students of SMP Islam Al Khoiriyah Pemalang in the academic year of 2010/2011)" written by Izza (2010). She did the research because some of problems based on her observation. The problems are most of students are not motivated on study, low students participation in learning activity, certain students domination in learning activity and students are not attracted with the teachers' way in conveying materials. Based on the problem, she decided to conduct the research that applied Teams Games Tournament in the learning activity to make the students more active during the learning activity. The research was conduct classroom action research that was done in three cycles. Teams Games Tournament technique can improve students' understanding in simple present tense. It can be seen on the average score before and after the treatment. The average score of pre-cycle is 55.25, the first cycle is 61.5, the second cycle is 70.25 and the third cycle is 85.5.

This research study had the similarity with those previous researches. The similarity was about the learning strategy that used in the research. All of the previous research used Teams Games Tournament as the learning strategy. While the differences this research with those previously researches are about the focus of research and the research design. The first difference was about focus of the research. This research focuses on improving students' mastery on simple past tense, but those previously researches focus on teaching reading of narrative text, to teach reading of descriptive text, to improve speaking skill and understanding on simple present tense. The second difference is about the research design. This research is used quasi-experimental research, but those previously researches are used an experimental study and classroom action research as the research design.

According to those previous researches which show the effectiveness of using Teams Games Tournament Technique, the researcher also wants to conduct a similar research to find out the effectiveness of Teams Games Tournament (TGT) technique to improve students' mastery of simple past tense.

2.2 Simple Past Tense

2.2.1 Definition of Simple Past Tense

Grammar is one of sub-skill that must be mastered by the students when they learn about English language. According to Gerot and Wignell (1994), grammar is a theory of language, of how language is put together and how it works. Without grammar we cannot understand about the text that we read or about someone that they said. Grammar is the support system of communication and we learn it to communicate better. Grammar explain the *why* and *how* of langauage (Alexander, 1990).

There are so many components in the grammar. One of them is tense. The function of tense is to tell about when the activity happen. Tense have some types, there are present, past, future and past future. One of them is simple past. Simple past is tense that used to show that the activity happened in the past time.

According to Azar (1989), simple past indicate that an activity or situation began and ended at a particular time in the past. Simple past tense is very often used to communicate in spoken or written.

According to Alexander (1990), the uses of simple past tense are:

a. To describe action which happened in the recent or distants past.

b. To describe past habit.

2.2.2 The Form of Simple Past Tense

The simple past tense form used the form of past tense verb. It can be regular verb or irregular verb. Regular verb is a verb that adding –ed in the end and irregular verb is a verb that do not adding –ed in the end.

Table 2.1

Example of Regular and Irregular Verb

Regular Verb		Irregular Verb	
Simple Form	**Simple Past**	**Simple Form**	**Simple Past**
Hope	Hoped	Break	Broke
Stop	Stopped	Come	Came
Listen	Listened	Find	Found
Study	Studied	Hit	Hit
Start	Started	Swim	Swam

(Azar, 1989)

In the simple past tense form also have two kinds of sentences, verbal sentence and nominal sentence. In verbal and nominal sentence are divided into three forms, affirmative sentence (positive sentence), negative sentence and question sentence.

a. **Verbal Sentence**

Verbal sentence is a sentence that use a verb as a predicate. Such as, went, bought, studied, etc.

1. **Affirmative Sentence (Positive Sentence)**

In order to make an affirmative sentence, this is the formula:

Subject + V2 (Past form) + Object

Example:

- Last week I **visited** some friends.
- She **bought** a book yesterday.
- We **watched** TV when you were painting.

(Suryadi and Junaida, 2007)

2. **Negative Sentence**

To make a negative sentence, before the verb we must put "**did not**". The form is:

Subject + Did + not + V1 (infinitive verb) + Object

For example:

- Last week I **did not (didn't) visit** some friends.

- She **did not (didn't) buy** a book yesterday.

- We **did not (didn't) watch** TV when you were painting.

In negative sentence, the past verb (v2) must change into infinitive verb (V1)

3. **Interrogative Sentence**

To make the interrogative sentence, we must put "**Did"** before the subject. The form of interrogative sentence is:

Did + Subject + Infinitive verb (V1) + Object + ?

Here are the examples for the question:

- **Did** last week I **visit** some friends?

- **Did** she **buy** a book yesterday?

- **Did** we **watch** TV when you were painting?

Here are the examples for the answer (short answer)

- Yes, you did. / No, you did not.

- Yes, she did. / No, she did not.

- Yes, we did. /No, we did not.

    In interrogative sentence there are some sentence that use question word (*what, when, where, why, who* and *how)* to ask something. To make interrogative sentence using question word, this is the form:

QW+ did + V1 + Object + ?

Examples:

- **Why** did you answer his question?

    Answer   : **Because,** he needed me.

- **What** did I do last night?

    Answer   : You did your homework.

- **When** did they go to school?

    Answer   : They went to school yesterday.

- **How** many bananas did the monkey eat?

    Answer   : Seven bananas.

- **Where** did she cook rice?

    Answer   : She cooked rice in her house.

- **Who** did he talk English well?

    Answer   : Mr.Danish

(Suryadi and Junaida, 2017)

b. **Nominal Sentence**

According to Siswanto (2012), nominal sentence is a sentence that did not contain a verb or just in complement form. The complement can be adjective, noun or adverb (ANA). In nominal sentence the predicate is a "To Be". The "To Be" can be was or were, "was" is used to subject I, she, he and it and "were" is used to subject you, we, and they.

Same with verbal sentence, nominal sentence also divided into three kinds of sentences. They are affirmative sentence (positive sentence), negative sentence, and interrogative sentence.

1. **Affirmative Sentence**

The Formula:

Subject + was/were + complement (ANA)

Example:

- Ita and Anis were here yesterday morning.

- Lim was sick last month.

- She was a pilot.

2. **Negative Sentence**

The Formula:

Subject + was/were + not + complement (ANA)

Example:

- Ita and Anis **were not** here yesterday morning.

- Lim **was not** sick last month.

- She **was not** a pilot.

3. Interrogative Sentence

The formula:

> **Was/ Were + Subject + Complement (ANA) + ?**

Example:

- Were Ita and Anis here yesterday morning?
- Was Liam sick last month?
- Was she a pilot?

In interrogative sentence, there are some sentences that used question word (*what, why, who, where, when* and *how)*. The question word is used to ask the information. This is the form to make an interrogative sentence using question word:

> **QW + was / were + Subject + Complement (ANA) +?**

Example:

- Who was she brave the other day?
- What were they?
- When was she active?
- Where was she pupil?
- Why were they afraid?
- How was she beautiful?

c. Time Signals

Every tense has time signals include simple past tense. According to Suryadi and Junaida (2007), the time signals of simple past tense are:

Yesterday	Yesterday Morning
Yesterday afternoon	Yesterday evening
Last night	Last week
Last Sunday	Last month
Last year	Last century

An hour ago	A few minutes ago
Two days ago	A week ago
A month ago	A year ago
A century ago	Two centuries ago
In 1977	The day before yesterday
The other day	When I was a girl
On Sunday morning	Every day last summer

2.3 Teams Games Tournament

2.3.1 The Definition of Teams Games Tournament

Teams Games Tournament (TGT) technique was originally developed by David De Vries and Keith Edwards in 2006 at the University of Johns Hopkins as a cooperative learning method. Slavin (2011) defined cooperative learning as an instructional method in which teacher organize students into small group, and they then work together to help one another learn academic content (Salam, Hossain, & Rahman, 2015). In cooperative learning strategy, it more uses students-centered and the teacher will be as a facilitator and mentor.

TGT learning model is one of cooperative learning model which is easy to be applied. It involves the students without the differences of status (Lestari et al., 2015). In applied this technique, the students will divide into heterogeneous group from the gender, ability and intelligence level. The groups were consists of 4-6 students. The students will learn and discuss together in their group, in this part the students as the peer tutor for their friends. It enables the students to make their friends understand about the material.

The special things in TGT technique is the games and the tournament in the learning activities. Learning activities with games designed in cooperative learning of the TGT model enable students to learn more relaxation while fostering responsibility, confidence, respect

for each other, discipline, competitive, healthy competition, cooperation and student learning involvement (Yudianto et al., 2014).

1.3.2 The Component of TGT

Hamdayama (2016) state that there are five main components in TGT. The main components are:

a. Class Presentation

In the beginning of learning, the teacher will deliver the material in the classroom by using direct explanation or discussion. In the class presentation, the students keep their attention and understand the material that is delivered by the teacher, because it can help the students when they are in their group.

b. Team

The groups consist of 4 until 5 students. The members must be heterogeneous. The function of group arrangement is to make the students study together in cooperatively in their group and to prepare the members of group in games.

c. Games

The games consist of some questions that are designed to tests the student knowledge in class preparation and team. Most games are numbered question.

d. Tournament

Tournament is the part when the games are take place. The tournament held in the last week or after every season after the teacher did the class preparation and the teams have done the worksheets.

e. Team Recognize

At the last of session, the teacher announce the winner, each groups will get certificate or reward for their achievement when their score can reach the criteria. The first position will get Super Tim, second group will get Great Team and the third group will get Good Team.

1.3.3 The Implementation of Teaching Simple Past Tense Using Teams Games Tournament

According to Slavin (2005), TGT consist of regular cycle of learning activities, they are class presentation, study teams, tournament and team recognition.

1. **Class Presentation**

   The teacher explains the material about simple past tense by using direct explanation. The teacher not just explain the material, but also explain about technique that used by the teacher.

2. **Study Teams**

   The students are divided into some small groups. The groups consist of 4-5 students. After getting the material about simple past tense, the teacher gives the worksheet that must be done by the student in the group. The teacher must make sure the students that they work in group and give contribution for their group. The students must help their friends in their group for understanding the material and answer the worksheet. The teacher give a rules when the studnts study in team, if the students have question about the material the must ask to their group first after that they can ask to the teacher.

3. **Tournament**

   In this section, the students will do tournament in tournament table. The teacher must prepare some numbered question cards.

   In the tournament table there were some rules to do it. The rules are:

   a. The students that represent the tournament must have same ability in each tournament tables.

   b. Each table there is two kinds of cards, the question and the answer that put upside down so the students can't read the cards.

c. The tournament begins if the first student takes the card and read the question. If the first student can answer the question correctly the group will get 10 points and keep the card. If the first reader can't answer the question, it will be answered by the second students, and so on.

d. The students in the tournament table will do the same activities until the time is up.

4. **Team Recognition**

> After the tournament finished, the teacher must calculated all score that get by the students. The students will receive the reward after doing the tournament. The reward will give to the team that certain the criteria as below.

Table 2.2

Criteria Team Recognition

Average's score team	Reward
40	Good Team
45	Great Team
50	Super Team

(Slavin, 2005)

1.3.4 The Advantages and Disadvantages of Teams Games Tournament

> There are some advantages of Teams Games Tournament (TGT) technique (Slavin, 1991). The advantages are:

a. Students enjoy the tournament.

b. Fair competition challenges the students.

c. Students do most scoring.

d. Curriculum materials available in most subjects.

> It can be conclude that learning and teaching process using Teams Games Tournament (TGT) technique can make the students enjoy and more active.

Teams Games Tournament (TGT) technique also has disadvantages for some side in teaching and learning process. The disadvantages according to Sdayu (2016) in (Rahmawati, 2017)

    a. It is time consuming since the tournament can take up a lot of time .

    b. The absence of the students during the tournament may disturb whole members success in the tournament.

1.4 Theoritical Framework

Teams Games Tournament (TGT) is one of strategy or technique in cooperative learning. TGT was originally developed by David De Vries and Keith Edwards in 2006 at the University of Johns Hopkins. TGT is one of cooperative learning technique that easy to apply in learning process. There are many previous researches that conduct TGT as the learning strategy. There is previous research that has similarity with this research. The previous research is talked about improving students' understanding of simple present tense through teams games tournament that written by Izza (2010). The result of those previous researches was very significance to improve students' understanding of simple present tense.

The theoretical framework begun from the idea that grammar is one of the most important aspect students need to master in learning English. Some of students face some problems about learning grammar. It makes the teacher to give interesting way in teaching and make students more active and enjoy in the learning process. Teams Games Tournament (TGT) is a strategy that will help teachers in learning process, especially in teaching grammar. By using this strategy, the learning process change into student centered learning. The students will easier in understanding the material, because they can discuss with their friends, they can do some games that can improve their achievement.

In this research, the researcher wants to know the effect of Teams Games Tournament (TGT) technique to improve students' mastery of simple past tense. In this research there will be two groups to be research.

The first group is experimental research that will get the treatment (TGT technique) and the second group is control group that will not get the treatment.

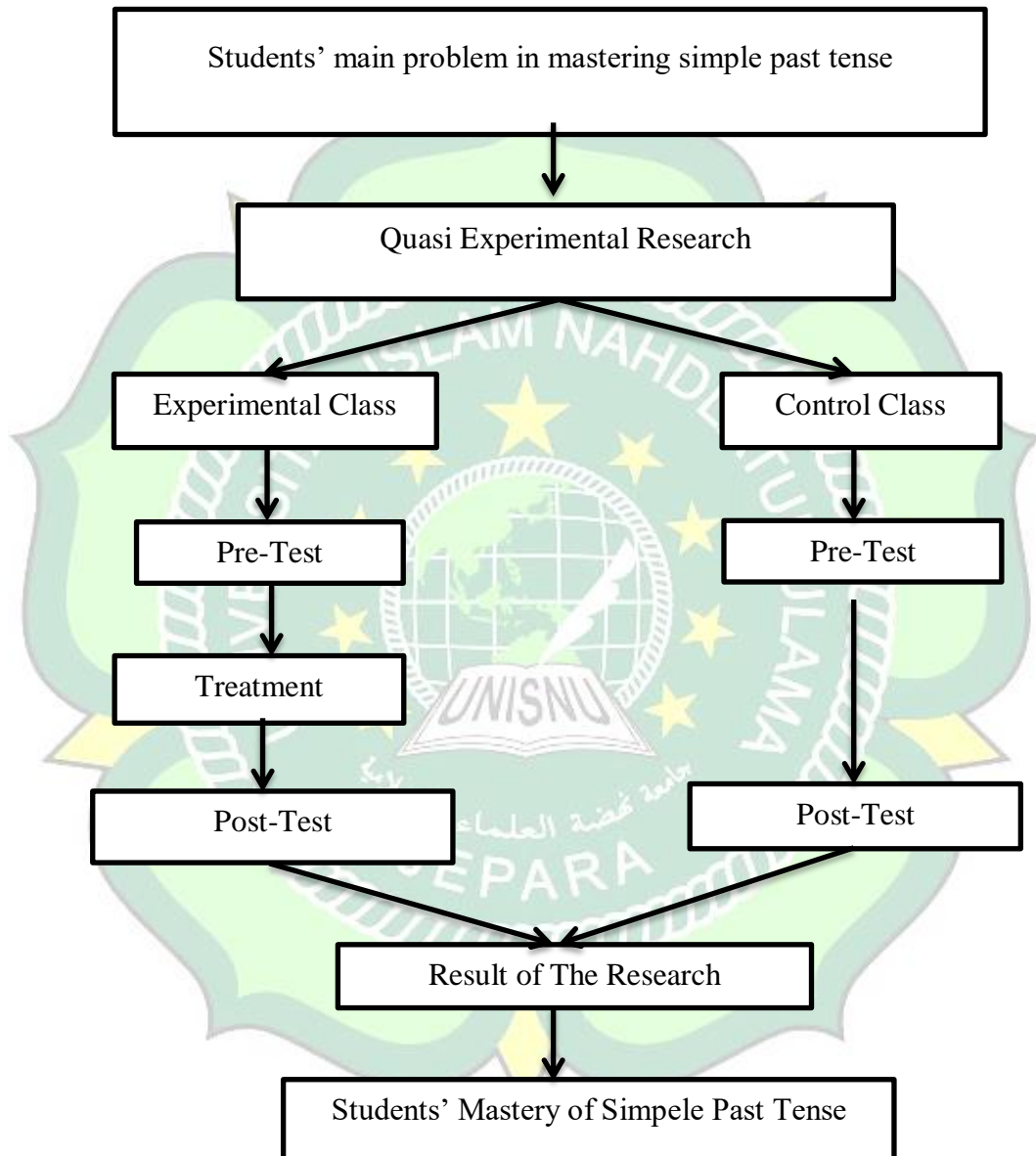The Picture of the theoretical framework can be seen as follows:

Figure 2.1 The Theoritical Framework of this Researh